DOCUMENT RESUME

ED 348 852 FL 020 472

AUTHOR Grosse, Christine Uber; Benseler, David P.
TITLE Directory of Foreign Language Teacher Preparation Programs in the United States: A Preliminary Report.
PUB DATE 91
NOTE 20p.; In: Acting on Priorities: A Commitment to Excellence. Dimension: Languages '90. Report of Southern Conference on Language Teaching; see FL 020 470.
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Directories; Elementary Secondary Education; Higher Education; *Language Teachers; National Surveys; Program Descriptions; Second Language Instruction; *Second Languages; *Teacher Certification; *Teacher Education Programs; *Teacher Supply and Demand

ABSTRACT

The status of a directory of foreign language teacher education programs is reported. The directory's development was undertaken in response to a shortage in language teachers and as an aid to potential language teachers' in their searches for appropriate training programs. The report reviews the disparate sources of information about programs that have been available and comments on the lack of coordinated efforts to disseminate information. A description of the forthcoming directory follows, outlining its proposed content and the process of its preparation. Preliminary findings are also summarized. These include a tabulation of state-approved institutions with foreign language teacher education programs and an examination of trends and patterns in state teacher certification. The report concludes with a brief discussion of the implications of the project for addressing the teacher shortage. A brief bibliography is included. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Frank Medley
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

2

ED348852

DIRECTORY OF FOREIGN LANGUAGE TEACHER PREPARATION PROGRAMS IN THE UNITED STATES: A PRELIMINARY REPORT

Christine Über Grosse
Florida International University

David P. Benseler
Ohio State University

This paper presents both a rationale for and some details regarding the preparation of a comprehensive directory to foreign language teacher preparation (FLTP) programs in the United States *(Directory, 1987)*. Because the volume is still being compiled, this paper presents preliminary survey results and discusses the potential of the *Directory* for helping to solve the foreign language teacher shortage in the United States.

The preparation of this *Directory* came in direct response to the discovery that no single source provides information about the location, curricular content of FLTP programs, teacher certification requirements, or reciprocity agreements between states. In view of the national teacher shortage in foreign languages (see Draper, 1989), the need for a directory is quite acute. Currently, potential students can identify teacher preparation programs in foreign languages by contacting the state department of education in each state where they are considering applying for a

FL 020 472

BEST COPY AVAILABLE

position. The planned directory will facilitate their search. Local education agencies (LEAs) and state education agencies (SEAs) who need to recruit teachers could benefit from a directory that lists all state-approved teacher preparation programs in foreign languages. For the sake of communication, foreign language educators need to know where their colleagues are. The directory will identify programs similar to theirs and colleagues whom they can contact for an exchange of information. Researchers who want to collect data about FLTP programs will finally have a ready source of information.

During the past decade, TESOL has issued three editions of its *Directory of Professional Preparation Programs in TESOL in the United States*; the latest issue covers the years 1989-91. Helen Kornblum supervised the preparation of this volume which describes 245 undergraduate and graduate programs in TESOL at 158 institutions. Other directories of second language education programs in other countries have been published: Mollica and Yalden of Canada prepared *English and French as Second Languages in Canadian Teacher-Education Institutions;* Great Britain has a directory entitled *English as a Foreign Language: International EFL Careers and Qualification*; and Australia and New Zealand have issued *A Directory of Specialist TESOL Teacher Training and Applied Linguistics Programs in Australia and New Zealand.*

Why then are FLTP programs not treated in a directory by the Modern Language Association (MLA, 1990), the American Council on the Teaching of Foreign Languages (ACTFL) or the American Association of Teachers of Spanish, French or German (AATSP, AATF, AATG)? The National Education Association and the

American Association of Colleges of Teacher Education also do not have a list of foreign language teacher preparation programs. The Modern Language Association has published a *Directory of Master's Programs in Foreign Languages, Foreign Literatures, and Linguistics (1987)* which does include some master's degree programs in Foreign Language Education. In addition the MLA annually issues an excellent directory of foreign language departmental administrators (and departments) of two and four year colleges in the September issue of PMLA. Schulz's otherwise comprehensive examination of the national curriculum in foreign languages at the undergraduate level, *Options for Undergraduate Foreign Language Programs (Schulz, 1979)*, does not include foreign languages education courses or programs. In fact, one of the few sources of data on foreign language education programs was Di Pietro, Lantolf, and Labarca's article on "The Graduate Foreign Language Curriculum" in a 1983 issue of *The Modern Language Journal (MLJ)*. In a survey, they found twenty-five courses in pedagogy out of 881 courses offered by university language departments in their sample of 326 institutions. These same institutions offered nineteen MEds and sixty-five MATs in French, Spanish, German and lesser taught languages, a small percentage of the total graduate degrees granted. With respect to doctoral programs, Benseler's annual survey of doctoral degrees granted in foreign languages, published in the MLJ indicates which institutions have granted degrees in "foreign/second language acquisition: teaching", as well as student name, dissertation title and advisor's name. In his 1989 survey, he identifies nineteen universities with such programs. Another source of information is Leslie Schrier's dissertation from Ohio State, "A Survey of Foreign

Language Teacher Preparation Patterns and Procedures in Small, Private Colleges and Universities in the United States."

Both ACTFL and TESOL have established guidelines for teacher preparation programs. The 1966 Golden Anniversary Issue of the MLJ included "Guidelines for Teacher Education Programs in Modern Foreign Languages." They provide an interesting point of reference for our work today. Bernhardt and Hammadou's article, "A Decade of Research in Foreign Language Education," (1987) reviews research in foreign language education and assesses the research base. They find that the database for FLTP research is extremely limited and reliant on "discussions among experienced foreign language educators about the educational needs of foreign language teachers as the experts have perceived them, rather than on the principled collection of data and information" (1987, 293). Rare reference was made to parallel discoveries in the broader field of teacher education in general. In analyzing the contents of the literature, they uncovered a number of questions for future study.

Over a decade ago, Benseler recognized that "not one of our present professional associations can or does represent or speak for all or us." He argued on behalf of a single professional organization, which he chose to call the American Language Association. He envisioned that it would unify and replace under a single, easily recognizable name the profession's local, regional and state foreign language organizations. Although the majority of professional foreign language educators teach at levels ranging from pre-K through adult, paradoxically foreign language education is the neglected part of the field. To fail to recognize pedagogical training as an important part of

foreign language preparation for K-12 or university faculty is a dangerous omission that undermines the essence and effectiveness of the profession. Unfortunately, the traditional lack of teacher education for college faculty reflects and reinforces the belief that anyone can teach (with or without special preparation) in the discipline.

Unlike TESOL, why does the foreign language profession not keep track of its teacher preparation programs? Several factors may explain the lack of information on the FLTP programs. First, as Benseler (1980) notes in his essay on the upper-division curriculum, some view foreign language education as ancillary to the study of foreign languages or as pertaining specifically to colleges of education. In truth, FLTP programs are often split between the foreign language departments in colleges of arts and sciences and secondary education departments in colleges of education. This schizophrenic, or interdisciplinary nature of the field complicates the issues of identity and ownership. However, this split identity affects TESOL to an even greater degree, with its programs scattered among English, linguistics, and modern language departments as well as in various departments of colleges of education.

THE DIRECTORY

Contents. The *Directory* will consist of a list of state-approved undergraduate and graduate teacher education programs for each state and Washington, DC; an overview of state certification requirements and reciprocity agreements; and program descriptions of all institutions which respond to our request for information. The program information will consist of degrees offered, length of program admissions requirements, program requirements,

program of studies, orientation of program, full time faculty, tuition, fees and financial aid, number of program graduates and special activities.

Preparation. After identifying the need for the project, we found financial support at Florida International University. The Center for Multilingual-Multicultural Studies at Florida International University under the directorship of Tanya Saunders Hamilton provided a modest research grant for the project.

Project implementation consists of the following three steps:

1) identify those colleges and universities that have state-approved foreign language teacher education programs at the undergraduate and graduate levels and the contact persons at those institutions;

2) obtain information on state certification requirements and reciprocity agreements; and

3) collect and compile information on the nature and curriculum of individual programs.

To carry out the first two steps, we contacted all state foreign language supervisors by mail for a list of state-approved programs, contact persons, certification requirements and reciprocity agreements. Our first mailing was sent out on 5 February 1990, with follow-up letters to non-respondents on 20 April 1990. In September, the five remaining non-respondents were contacted by telephone.

The information we sought was often held by two separate sources in the state departments of education: a state certification officer and the foreign language supervisor. In some cases, the foreign language supervisor referred our request for information to the state certification officer. On other occasions we received some information from each source.

For certification information, we received complete information from half of the states. From thirty-eight states we received information on the foreign language requirements, while only twenty-eight states furnished information on professional education requirements. In retrospect, the wording of our request for information on certification could be interpreted as a call for just the foreign language certification requirements, and not the generic requirements established for teachers in all areas.

From the information that the supervisors or certification officials furnished, we compiled a mailing list of contact persons, deans of colleges of eduction, and chairs of foreign language departments at smaller colleges that we suspected did not have colleges of education. Our list contains 773 institutions with state-approved FLTP programs. Although we were unable to obtain a list of approved programs from Connecticut, Idaho, and Texas, we included the major public and private institutions in those states although we have not yet verified whether they have state approved programs. We also include the eighty-one Pennsylvania institutions with foreign language departments that were not specifically identified as having state-approved teacher education programs. We mailed the survey instrument to colleges and universities first on 31 January 1991 and again on 18 March 1991 to non-respondents. A total of 295 institutions responded to the survey

for a response rate of thirty-seven percent. The results will appear in the *Directory* which will be published by the Joint National Committee for Languages/National Council on Languages and International Studies, Washington D.C.

PRELIMINARY FINDINGS

State-Approved Institutions. We have identified 773 institutions with teacher education programs in foreign languages, including the non-verified programs from Connecticut, Idaho, Nebraska, Pennsylvania, and Texas. The number of institutions per state is indicated following the references at the end of the paper. New York has the most training institutions (82) followed by Pennsylvania (81). Other states with large numbers of foreign language education programs are: California (40), Illinois (37), Ohio (36), Michigan (32), Indiana (31), Virginia (28), North Carolina (27), Missouri (23) and Iowa (22). We plan to estimate the number of foreign language teachers who are prepared annually by these programs when we compile the data from the individual programs.

Certification. Certification rules and regulations will be summarized in the directory. This is no easy task given the complexity and diversity of the requirements, and the different levels of certification available (temporary, part-time, provisional, add-on, full, professional, substitute, lifetime, to name just a few!). In addition, distinctions are made among procedures for initial certification, adding another area to existing certification, and renewal of certificates. The language of certification further complicates matters with the wide variation in meaning of "licensure," "endorsement," and "certification". The complexity

of the certification requirements and the bureaucracy of the certification process must discourage prospective teachers and contribute to the teacher shortage. In some states like Florida, the certification process can be a drawn-out, confusing, and frustrating experience. The certification regulations of too many states are unclear and difficult to understand.

Certain trends in foreign language certification are discernible. Most states require thirty semester hours of instruction or a major in the target language. Eleven states offer foreign language certification for the secondary level, while nine have K-12 certification available. In twelve states, the teacher can be certified in foreign languages at either the elementary or secondary level.

One of the most interesting areas in foreign language certification relates to testing knowledge and skills in the subject matter. A number of states have opted for oral proficiency testing for their teachers. Taking a leadership role, the Texas Education Agency contracted with the Center for Applied Linguistics to develop the Texas Oral Proficiency Test (TOPT), a semi-direct oral proficiency interview for Spanish and French teachers. Starting in the fall of 1991, Texas will administer the test to people who seek initial certification in Spanish and French, as well as in bilingual education. Washington, DC, requires foreign language teachers who seek initial certification to score a 2+ on an oral proficiency interview modeled after the ACTFL OPI. A testing panel offers the test to prospective teachers twice a year. In Massachusetts, new teachers must take a language proficiency test in reading, writing and speaking that is administered by the University of Massachusetts in Boston. A score of Intermediate High on the ACTFL OPI is an option for French teachers seeking cer-

tification in Louisiana. Utah requires a score of Advanced on the ACTFL OPI for teachers of German, French, and Spanish who have a valid certification in another area. New Hampshire strongly recommends proof of language competence through a score on the OPI, GRE, NTE, or other examination. Two states have made a recommendation for new foreign language teachers to be required to take the ACTFL OPI in the future: Vermont will require a score of Intermediate High for the ACTFL OPI (and in reading and writing) after 30 June 1995, while North Carolina recommends that new teachers score 2+ on the FSI or Advanced Plus on the ACTFL OPI by 1993. Ten states indicated that they require a certain score (and these vary considerably from state to state) on the NTE in Spanish, French or German. The majority of states do not yet require oral tests of proficiency for new teachers. However, new interest may arise in oral proficiency testing of teachers and students following the Consent Decree signed by the state of Florida that requires that teachers of limited English proficient students be competent in the language of instruction, and that tests be approved for placement and measurement of language proficiency of language minority students. Florida is now examining oral tests for both students and teachers in order to decide which will be approved for use by the school districts. On the other hand, given the teacher shortage, other states may hesitate before introducing new certification requirements that will further limit the pool of job applicants in spite of the importance of establishing standards in oral proficiency for foreign language teachers.

Some states (Georgia, Kansas, New Hampshire, North Carolina, Vermont, Virginia, Wisconsin) have developed guidelines and competencies for foreign language

teacher education. Although we did not specifically request this information, the states mentioned above kindly supplied it. These, coupled with the ACTFL and TESOL guidelines for teacher preparation programs, help to define the knowledge base for the field by describing the types of knowledge, attitudes, and skills that state educators consider important for foreign language teachers.

The treatment of native speakers by state certification offices is a matter in need of review in order to tap an important source of potential foreign language teachers. Only one state, Georgia, according to the responses we received, had carefully articulated certification regulations that took native language proficiency into consideration. Other states, like Florida and Oklahoma require the same amount of course work in the target language for native speakers as for non-native speakers. This unnecessarily delays the certification process of individuals who could help alleviate the teacher shortage.

Louisiana has a unique and very interesting requirement for its French teachers (optional for teachers of other languages): study two semesters abroad or spend two summers of intensive immersion study at a Louisiana university campus, out of state, or abroad, or secondary teachers must score intermediate high on the ACTFL OPI.

A foreign language methods course was required for certification in twelve states that provided information about this requirement. Florida and Minnesota require a methods course in teaching foreign languages at both the elementary and secondary levels. Student teaching is required in state-approved programs in twenty-eight states and Washington, DC.

Reciprocity. To alleviate the teacher shortage, many states recognize teaching certificates or teacher preparation programs from other states as equivalent to their own. Some states such as Arizona, Florida, Georgia, Illinois, Indiana, Iowa, Kentucky, Louisiana, Michigan, Mississippi, North Dakota, and West Virginia recognize all programs with equivalent or high standards and certain other conditions such as a passing score on the NTE. Two reciprocity agreements are widespread to assist states in their recognition of out-of-state credentials for a teaching certificate. These are NASDTEC (the National Association of State Directors of Teaching Education and Certification) which has approximately twenty-seven participants including Washington, DC, and the Interstate Certification Project which covers twenty-eight states, Washington, DC, and the Overseas Dependents Schools. Under either agreement, states may be added or deleted from the list over time. Some states participate in both agreements, as well as recognize the credentials of potential teachers from any state-approved institution with equivalent or higher requirements. In spite of this willingness to grant certification to qualified people with out-of-state credentials, the certification process is far from easy for reasons described above.

Alternative certification programs have been developed in states such as New Jersey and Georgia with considerable success. The New Jersey Provisional Teacher Program, which is clearly and precisely articulated by the New Jersey Department of Education, has been in operation since 1985. College graduates who join this program are assigned a subject specialist mentor for the first year with whom they undergo intensive (all-day) supervision and collaboration for the first twenty teaching days, weekly supervision and collaboration for the next ten weeks, and

monthly supervisions and collaboration for the next five months.

IMPLICATIONS OF THE TEACHER SHORTAGE

In its presentation of information on certification, reciprocity agreements, and FLTP programs, we believe that the *Directory* can help alleviate the teacher shortage. Its compilation of state-approved programs will permit the identification of places where new teachers can be trained and SEAs and LEAs can recruit new teachers. We also hope that this project contributes to the knowledge base about foreign language education, improves communication within the field, and helps to link foreign language education more solidly with foreign language departments and the teaching of foreign languages at all levels.

In terms of certification, we hope that the *Directory* calls attention to the need to streamline and simplify both the regulations and the process of certification so that potential teachers are not discouraged and lost to the field before they start. Certification regulations must be written clearly so that they are comprehensible to any educated individual, not just trained certification officers or lawyers.

States should consider following Georgia's lead in taking the special qualifications of native speakers into account when granting certification. These individuals should not have to take the same number of course hours as non-native speakers if they can prove their literacy and oral proficiency through testing.

With respect to new requirements in providing or certifying oral proficiency for teachers seeking initial certification, foreign language departments must seriously consider the institution of realistic proficiency requirements

for their graduates. New oral tests such as the promising semi-direct oral proficiency tests developed by the Center for Applied Linguistics for the State of Texas should be created and adopted for a wider, national use.

We have found in our work on the *Directory* that foreign language departments, colleges of education, state departments of education, and professional organizations have already identified a number of powerful ways to address the teacher shortage. It is a matter of communicating the effectiveness of the models, airing the problems, and continuing the work.

BIBLIOGRAPHY

ACTFL. "ACTFL Provisional Program Guidelines for Foreign Language Teacher Education." *Foreign Language Annals* 21 (1988): 71-82.

Benseler, David P. "The American Language Association: Toward New Strength, Visibility, and Effectiveness as a Profession." *Our Profession: Present Status and Future Directions*. Ed. Thomas Geno. Middlebury, VT: Northeast Conference, 1980: 143-56.

-----. "Doctoral Degrees Granted in Foreign Languages in the United States: 1989,." *Modern Language Journal* 74 (1990): 352-67.

-----. "The Upper-Division Curriculum in Foreign Languages and Literatures: Obstacles to the Realization of Promise." *Critical Issues in Foreign Language*

Education. Ed. Ellen Silber. New York: Garland, 1991: 186-99.

Bernhardt, Elizabeth & Joann Hammadou. "A Decade of Research in Foreign Language Teacher Education." *Modern Language Journal* 71 (1987): 289-99.

Di Pietro, Robert J., James P. Lantolf & Angela Labarca. "The Graduate Foreign Language Curriculum." *Modern Language Journal* 67 (1983): 365-73.

Draper, Jamie. "Efforts to Overcome Crisis: A Survey of Teacher Availability in the States". *Modern Language Journal* 73 (1989): 264-68.

EFL Gazette. *International EFL Careers and Qualifications 1988-89*. London: EFL Gazette, 1988.

ELICOS Association of Australia. *A Directory of Specialist TESOL Teacher Training and Applied Linguistics Programs in Australia and New Zealand 1989-1990*. Bondi Junction, New South Wales: ELICOS Assoc. of Australia, 1989.

"Guidelines for Teacher Education Programs in Foreign Languages." *Modern Language Journal* 50, vi (1966).

Kornblum, Helen. *Directory of Professional Preparation Programs in TESOL in the United States 1989-1991*. Washington, DC: TESOL, 1989.

Modern Language Association. "Departmental Administrators. Four-year Colleges and Universities. Two-Year Colleges." *PMLA* 105 (1990): 847-77.

-----. *Directory of Master's Programs in Foreign Language, Foreign Literatures, and Linguistics*. New York: MLA, 1987.

Mollica, Anthony & Janice Yalden. *English and French as a Second Language in Canadian Teacher-Education Institutions*. Welland, Ont.: *Canadian Modern Language Review*, 1984.

Schrier, Leslie L. "A Survey of Foreign Language Teacher Preparation Patterns and Procedures in Small, Private Colleges and Universities in the United States." Diss. Ohio State Univ., 1989.

Schulz, Renate A. *Options for Undergraduate Foreign Language Programs. Four-Year and Two-Year Colleges*. New York: MLA, 1979.

Teachers of English to Speakers of Other Languages. *Statement of Core Standards for Language and Professional Preparation Programs*. Washington, DC: TESOL, 1.

APPENDIX A

Number of Institutions (by State) with Teacher Preparation Programs

	1	IL	37	MT	05	SC	14
AL	14	IN	31	NC	27	SD	04
AR	13	KS	18	ND	05	TN	10
AZ	03	KY	16	NE	03	TX	16
CA	40	LA	19	NH	08	UT	06
CO	13	MA	16	NM	04	VA	28
CT	07	MD	03	NY	82	VT	07
DE	01	ME	08	OH	36	WA	14
FL	18	MI	32	OK	09	WV	08
HI	01	MN	19	OR	10	WY	01
IA	22	MO	23	PA	81		
ID	03	MS	15	RI	03		

We thank the following respondents and all others who kindly provided us with the information for this project.

AL Joanna Breedlove Crane, Foreign Language Education Specialist.

AZ Robert Sosa, Education Program Specialist, Bilingual Education

AK Susan M. Grier, Specialist, Foreign Language Education

CA Priscilla H. Walton, Commission on Teacher Credentialing

DC Marion Hines, Supervising Director, Foreign Languages

FL Gabriel Valdes, Foreign Language Program Specialist
Barbara C. Harrell, Program Specialist, Teacher Education Program Approval

GA Pam Ficken, Consultant in Foreign Languages

IA Orrin Nearhoof, Chief, Practitioner Preparation and Licensure

LA David G. Beste, Foreign Languages Section

MD Dorothy Huss, Specialist, Foreign and Second Language Learning

NH	F. Joanne Baker, Administrator, Bureau of Teacher Education and Professional Standards
NJ	W. Wayne Conrad, Coordinator, Collegiate Teacher Education
NY	Charles C. Mackey, Supervisor in Teaching Education
NC	Fran Hoch, Chief Consultant, Second Language Studies
OH	Paul W. Hailey, Director, Teacher Education and Certification
PA	Larrie H. McLamb, Jr. Language Education Adviser, Bureau of Curriculum and Instruction
SC	Cindy Saylor, Foreign Language Consultant Jeffrey P. Bartkovich, Coordinator of Academic Programs
TX	Bobby LaBouve, Director of Languages William M. Wale, Director of Programs, Division of Teacher Education
UT	Joan D. Patterson, office of Curriculum and Instruction
WA	Edwin L. Lyle, Associate for Teacher Education
WI	Frank M. Grittner, Supervisor, Second Language Instruction